

Culturally-Relevant Instruction Checklist

Site: _____ Teacher: _____ Administrator: _____

| | Needs Improvement | Satisfactory | Exceeds Expectations |
|------------------------------------|---|---|--|
| Classroom Climate | <input type="checkbox"/> Not all children's input is valued. Because their perspective is not valued, some children are afraid to present their ideas in class. | <input type="checkbox"/> Children's ideas and input are consistently discussed with respect regardless of cultural background or home language. | <input type="checkbox"/> Children from all cultural backgrounds and language abilities are included in discussions, at all grouping levels, and have meaningful roles within the classroom. |
| Boundaries | <input type="checkbox"/> Classroom rules are unclear and/or inconsistently applied. | <input type="checkbox"/> Classroom rules and consequences are clear and consistently applied. | <input type="checkbox"/> Classroom rules and consequences are clear, consistently applied, and all children have had input into the rules. |
| Comprehensible Content | <input type="checkbox"/> Lessons are mostly teacher talk and include few to no visual aids, vocabulary clues, or language objectives. | <input type="checkbox"/> Lessons include visual aids, vocabulary clues, and language objectives that are posted and clearly communicated. | <input type="checkbox"/> Lessons are presented with comprehensible input, high levels of student interaction, student-centered instruction, hands-on tasks, and comprehensive lesson planning. |
| Achievement Expectations | <input type="checkbox"/> Expectations are different for students from various cultural backgrounds. | <input type="checkbox"/> Expectations are consistent for all children | <input type="checkbox"/> Expectations are consistently high for all students and students have input in setting clear expectations |
| Expectations for the Future | <input type="checkbox"/> Discussion of career and college paths is different for various cultural groups. | <input type="checkbox"/> Discussion of career and college paths is consistent for all cultural groups. | <input type="checkbox"/> Discussion of career and college paths includes high expectations, and students are encouraged to set high educational goals for themselves. |
| Cultural Competence | <input type="checkbox"/> Not all student cultures are represented in instructional materials and classroom decorations. | <input type="checkbox"/> Instructional materials and classroom decorations reflect the cultural backgrounds of all students in the classroom. | <input type="checkbox"/> The classroom reflects students' backgrounds, and all children know about and are comfortable with each other's cultures, racial and ethnic backgrounds. |
| Engagement and Motivation | <input type="checkbox"/> Activities are mostly worksheets that require rote memorization and repetitive tasks. | <input type="checkbox"/> Activities encourage engagement and do not always have a predefined right and wrong answer. | <input type="checkbox"/> Activities are engaging, creative, and encourage exploration; children are responsive, attentive, and actively engaged. |

Number of skills marked "satisfactory" or "Exceeds Expectations": __ / 7